

Northgate Pre-School

Brief description of the setting

We are a Pre-school, in Tickhill which works closely within our community. We are run by a voluntary committee, made up of parents and people in the community, we have charity status. We take children from their 2nd birthday up to Reception age (5). We rent a classroom in St Marys C of E School and have very good liaisons within their foundation unit. We have 6 regular staff and 2 relief staff all qualified to level 3, one member of the team is level 5. We are all first aid trained. We also have a Toddler group which runs at the Methodist Church, Mon, Weds and Thursday, with 2 staff members.

How we identify if your child may need additional help and/or has special educational needs (SEN)

Through our observations, conversation with parents/carers and the EYFS as guidelines we flag up any issues. We follow the process of Plan, Do, Review.

How we involve parents and carers in meeting the needs of their child and in whole setting developments

We invite parents into the setting to discuss any issues. Their child's key person is always available for chats and discussions about the child and the family's needs and wants. Parents/carers view and ideas are welcomed and valued within our everyday running of our pre-school.

How we will involve your child in the planning and review of their support

By getting to know your child, through conversations with parents/carers and observations in our daily planning we focus on their interests and likes and dislikes, what helps them and what doesn't.

How we match the curriculum, teaching and learning approaches if your child has SEND

We put strategies in place, to help support the child's learning and development. Working with outside agencies, the Local Offer and parent's views, we break down and adapt our curriculum to the individual's needs. Setting SMART targets.

How we provide additional support if your child has learning needs

By getting outside agencies involved to give us specialist advice.

How we provide additional support if your child has social and communication needs

We speak with parents and refer to SLT, through recommendations between the setting and parents we work together to meet their needs.

How we provide additional support if your child has physical, sensory and/or medical needs

We will adapt our setting where possible to meet the child's needs. We will speak with parents/carers and where necessary attend relevant training.

How we provide help to support your child's emotional health and well being

We believe in talking about feelings and in our day to day running we ask the children how they feel about different aspects of the day. We create a culture of respect and reflection. We provide resources for children to identify what they are feeling and show us in different ways, dolls, posters, cards etc. We make sure we have quiet places. Practitioners are aware of changes, issues and address them sensitively. Speaking to parents/carers and offering them help and advice where needed.

How we promote developing independence

We give children in our care the ability to do everything themselves, offering praise, encouragement and support where needed. We give choices and value the children's opinions and ideas. We will adapt our practice to ensure all children can independently access our provision.

How we measure and review your child's progress against their targets and longer term outcomes

By having regular meetings with parents/carers, and outside agencies, we identify what areas we need to address and through observations, strategies and targets we review and reflect and adapt where necessary.

How we adapt the learning environment and ensure that our school facilities are safe and welcoming to children with SEND

We are consistently reflecting on our environment and if it meets the needs of the children. We have put material up on the roof and blinds up at the windows to try and dampen sounds for a child with hearing impairment. We have created sensory areas and a relaxing area for a child with autism, where he can lay down and enjoy spinning objects. We have an outside area where children can explore nature or run some energy off, play football or go on listening walks around the school fields. Each child is individual and therefore we assess to make sure our environment is meeting their needs.

How we include children with SEND in the life of our setting

Each child will be given a key person who will work closely with parents/carers, other agencies and our setting SENCO to ensure the different needs of the child is evaluated how best to adapt our day to day running to include that child. It may be with adult support and visual clues and timers to enable the child to join in at circle times, for a minute first then building on this over time, it may be helping the child to be able to play with purpose, modelling what is expected of them or it may be sharing a book in a quiet corner and being aware of group times are not always what is needed.

How we ensure that all our staff are trained and supported to meet a wide range of children's needs

We have a setting SENCO who keeps up to date with all relevant training. We have regular team meetings, supervisions and appraisals to determine what training is required and keep up to date records of first aid training, safeguarding, health and safety, equality and diversity and food hygiene. We regularly check the engage website and go on specific training, ie characteristics of effective learning and managing children's behaviour. We do in house training where possible. We have recently highlighted the fact we would like to access Makaton training to assist a child with no speech.

External support and expertise we can call upon to help us to meet children's need

We have good relationships with PSIT and SLT as well as ToD. We know if we need any further help or advice we can access the Local Offer and find out more information of different agencies. We also call upon St Marys SENCO for advice if needed for a child who accesses our pre-school and St Marys Nursery.

How we prepare children to join our setting

We have a meeting with parents/carers to chat about their child's specific needs. We give the parents an information sheet as well as explaining what will happen when their child starts with us, what they can expect and what information will be given to parents. We explain about our Learning Journey and how they can add and support their child at home with their learning and development. We then invite parents/carers and child to come into session to see what our room and routine is like as well as meeting our team. If we need to set up training (to administer medicines etc) we will endeavour to complete this before the child starts. We go on individual parents/carers and children so if they need a staggered start into pre-school we ask gown-ups to stay and then to leave for a little while, gradually building the time away for the child. When a child is finally left we regularly text/speak to parents to ease their concerns/anxiety. We set up a home/school communication book so parents can see what their child has been doing while with us and also we can see what exciting things the child gets up to at home. We encourage photos of important people to the child so we can look through and talk about them.

How we prepare children to move on from our setting

We have visits for Estfeld school and join St Marys Nursery and Reception for little visits. We invite teachers from schools further afield to come in where necessary. The new teachers come in and meet the children in several sessions. We have photos of their new teachers and classroom for them to look at over the summer holidays. We will have regular meetings to pass on all information about the child's needs and likes and share the one page profile and support plans. We pass on our assessments and tracking details of where the children are in their development, so the new teachers have an idea of what the child is able to achieve already and what their next steps are.

How we deploy our resources to meet the needs of children with SEND

We will apply for additional funding if we feel that it is over and above what we can already provide.

Contact for more information

For up to date contact information, please use the Childcare and School Search on the home page of the Families Information Service website.